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ABSTRACT

In 1988, a follow-up survey was conducted of 1987 Howard Community College (HCC) graduates to determine their employment and educational status, reasons for attending HCC, goal attainment, reasons for selecting HCC, ratings of the college, attendance pattern, transfer experiences, employment patterns, and satisfaction with the college and their major. Study findings, based on responses from 53% of the 253 students who graduated from HCC in 1987 and from 18 employers of a subsample of these students, included the following: (1) 83% of the graduates received associate degrees, and 17% received certificates; (2) 63% had completed career preparation programs, and 37% finished transfer programs, even though, upon entrance, 63% of the students had planned to enroll in transfer programs and 19% in career preparation programs; (3) the most popular career program was Nursing, and the most popular transfer program was Business Administration; (4) 90% of the graduates indicated that they would attend HCC again, and 84% said they would enroll in the same program; (5) reasons for selecting HCC included its convenient location, the availability of desired academic programs, and low cost; (6) 97% of the respondents indicated that they had achieved their goals either completely or partially; (7) 45% had taken courses at another institution after graduating from HCC, and of these, 66% had successfully transferred all of their credits; and (8) 86% were employed either full or part time, and, of these, 58% were working in jobs related to their fields of study. The survey instrument is appended. (VVC)

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Howard Community College

FOLLOW-UP OF 1987 GRADUATES

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SEPTEMBER 1988

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FOLLOW-UP OF 1987 GRADUATES

RESEARCH REPORT NUMBER 61

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SUMMARY OF SELECTED FINDINGS

This is a report on the FY87 graduates from Howard Community College (HCC). Most of the information reported is based upon a 1988 follow-up survey of these students. Also included are survey responses from employers of a subsample of these students.

ALL GRADUATES

There was a total of 253 graduates in FY87. The ratio of AA degrees to certificates as the highest award was better than four to one (83% vs. 17%). Two-thirds of the graduates were enrolled in career preparation programs, and one-third were enrolled in transfer preparation programs. The most popular career program was Nursing; the most popular transfer program was Business Administration.

GRADUATES RESPONDING TO SURVEY

The adjusted response rate to the follow-up survey was 53%. There was a good demographic match between all graduates and the survey sample. On the average, respondents graduated 4.1 years after they first entered HCC.

Attitudes Toward HCC

The top four reasons for entering HCC, in rank order, were: convenient location, availability of desired academic program, low costs, and the good reputation of the college. In addition to the services and programs rated below, students commented that what they liked best about HCC was the faculty and staff--the quality of instruction and a friendly concern for students, and the small, personal, family atmosphere to be found at HCC.

High ratings were given to most of the college services and programs. Ratings of 4.0 or higher (on a 5-point scale) were given to classroom instruction in own program, the overall quality of instruction, faculty availability/helpfulness, overall quality of college, class scheduling, employment preparation, and transfer preparation. Only quality of laboratory equipment (3.6) and job placement services (3.4) were given lower ratings.

When asked if they would do it again, 90% indicated that they would definitely or probably attend HCC. The comparable response rate for enrolling in the same program was 84%.

Transfer and Employment Experiences

Three-fifths of the respondents were employed full time, and a little under three-fifths were either full-time or part-time students. One-fourth were employed part time, and no one was unemployed and seeking a job.

Almost all respondents (97%) indicated that they had achieved their most important goal either completely or partly. Specifically, 96% of those with employment-related goals indicated some degree of achievement. More than three-fifths (63%) of those with transfer goals indicated some degree of achievement.

The most popular transfer college was the University of Maryland (particularly UMBC). At their transfer college, one-half were enrolled in the same field as their HCC program, and another third were enrolled in a related field. Two-thirds of the respondents who had transferred were able to transfer all of their HCC credits. The mean number of credits lost was 5.6.

Half of the employed graduates were part of the Howard County work force. The annual mean salary for FY87 graduates who were employed full time was $21,336. About three-fifths of the respondents started their current jobs after attending HCC.

Close to three-fifths of the respondents had a job in the same field as their HCC program. About one-fifth were working in a related field, and one-fifth were working in a different field. Half of those not working full time in their degree field expressed an intention of doing so, and another two-fifths were unsure.

An employer follow-up survey was initiated for those respondents giving permission to do so. Eighteen employers responded, for an adjusted response rate of 58%. Most of these employers indicated a good match between the graduate's education and the job requirements. Less than one-fifth of this subsample was seen to be working in a different field, one in which the graduate's education did not cover most entry job requirements.

The employers were asked to rate various aspects of employment preparation on a 5-point scale. The highest mean ratings (4.6) were given to "work attitude" and "ability to learn". Ratings between 4.1 and 4.3 were given for "problem solving ability," "oral communication skills," "writing skills," and overall preparation for employment. Relatively lower ratings were given to "specific job skills" (3.7) and "familiarity with job-related equipment" (3.5).

All of the employers indicated that they would hire another HCC graduate from the same program, and all would recommend that other employers do so as well.

1.0 DEGREES AWARDED AND DEMOGRAPHIC COMPARISONS

A total of 253 graduates earned degrees at Howard Community College during FY87. The highest degrees earned by these graduates were:

Associate Degrees	211
Certificates	42

However, 15 graduates earned two degrees, and 4 graduates earned three degrees. The total number of awards, then, was 272, broken down as follows:

Associate Degrees	217
Certificates	55

Figure 1 summarizes the graduate awards information pictorially.

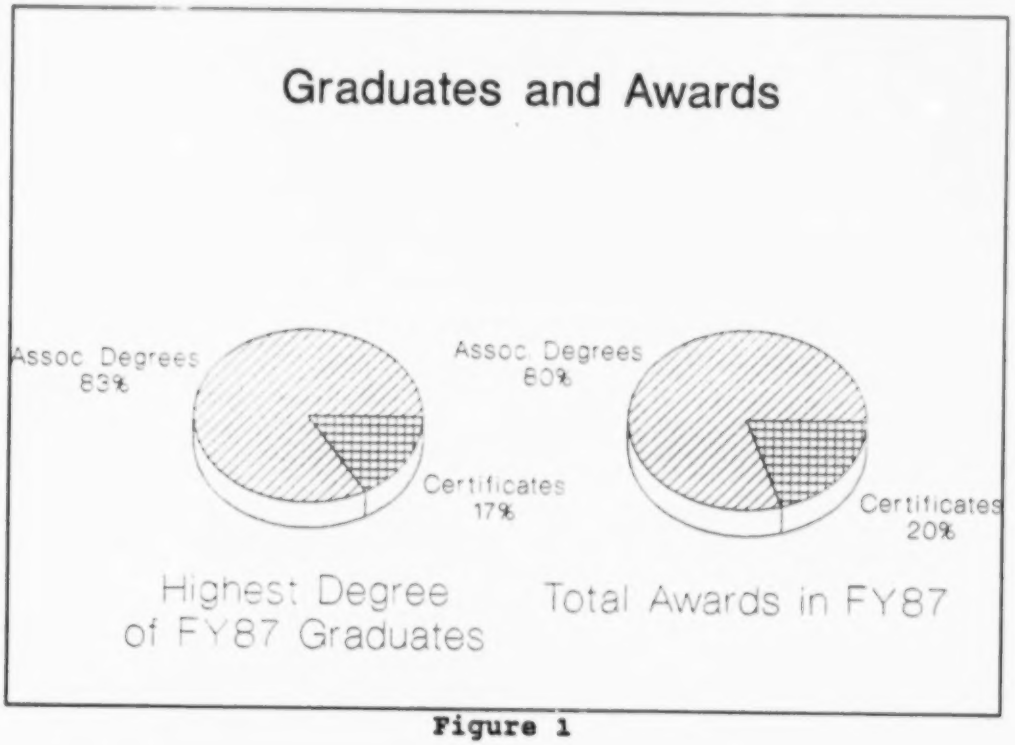


Figure 1

1.1 DEMOGRAPHIC COMPARISONS

Survey questionnaires were sent to all FY87 graduates in spring 1988. There were 123 questionnaires returned and analyzed for this report. Adjusting for non-deliverable surveys (n=21), the response rate was 53%. This is a very good response rate for a mail survey.

The demographic characteristics of the survey respondents were compared to the characteristics of all graduates in order to determine the representativeness of the survey sample. Figures 2 through 4 display the gender, race, and age groups of all graduates compared to the survey respondents. As shown, there were more female than male graduates, 81% were white, and the largest single age category was 20-24 years old.

The characteristics of the survey respondents were similar to the demographic characteristics for all graduates. There was some degree of under-representation of males and of blacks in the survey sample. Overall, however, the demographic match was quite good.

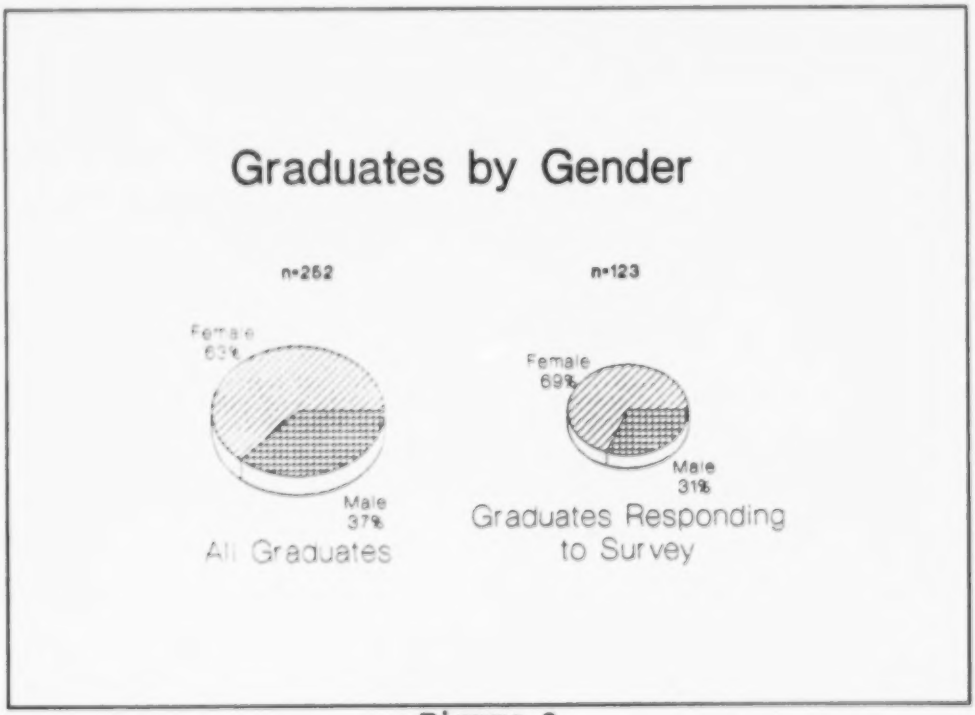
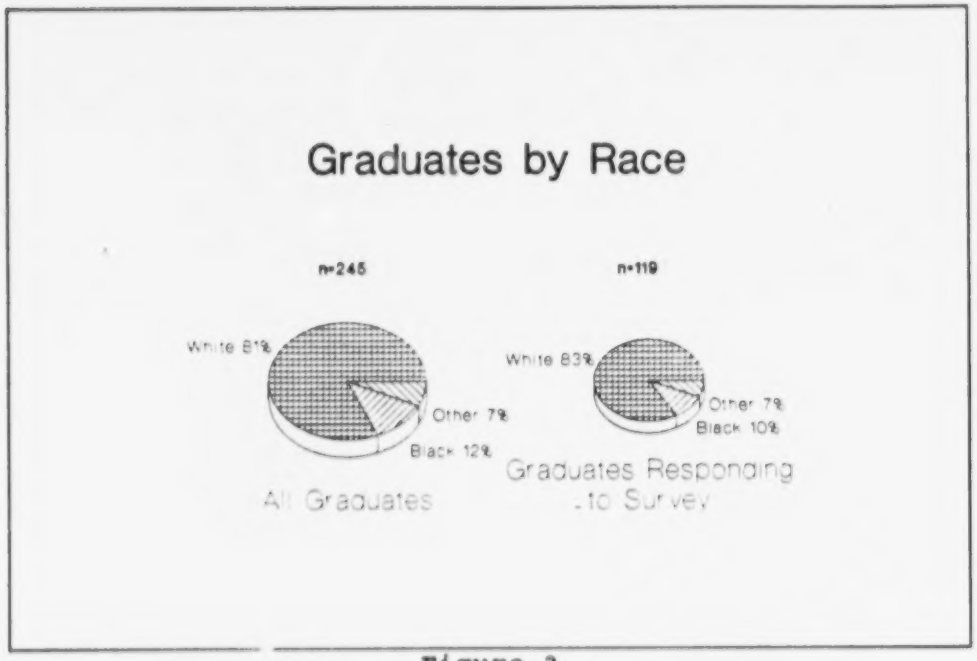


Figure 2



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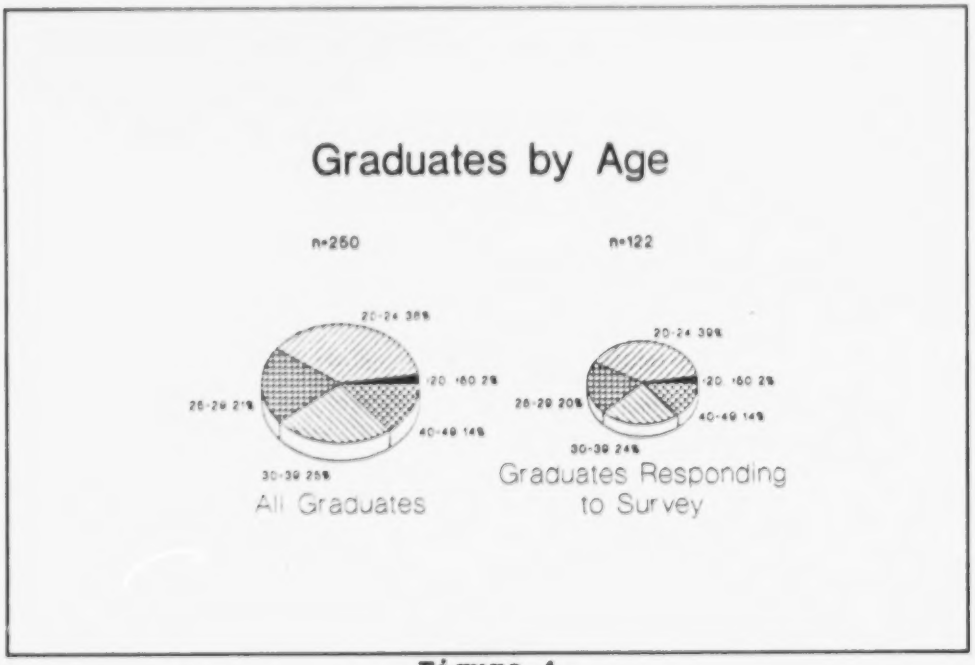

Figure 4

1.2 PROGRAM COMPARISON

All graduates and survey respondents were also compared with respect to program type. Programs were classified into two categories:

- Transfer programs which prepare students to transfer to a four-year institution
- Occupational programs which directly prepare students for employment upon graduation from the community college

Two-thirds of the graduates were in career programs. Graduates from career programs also dominated the respondent sample. As shown in Figure 5, however, graduates from transfer programs were slightly over-represented in the survey group.

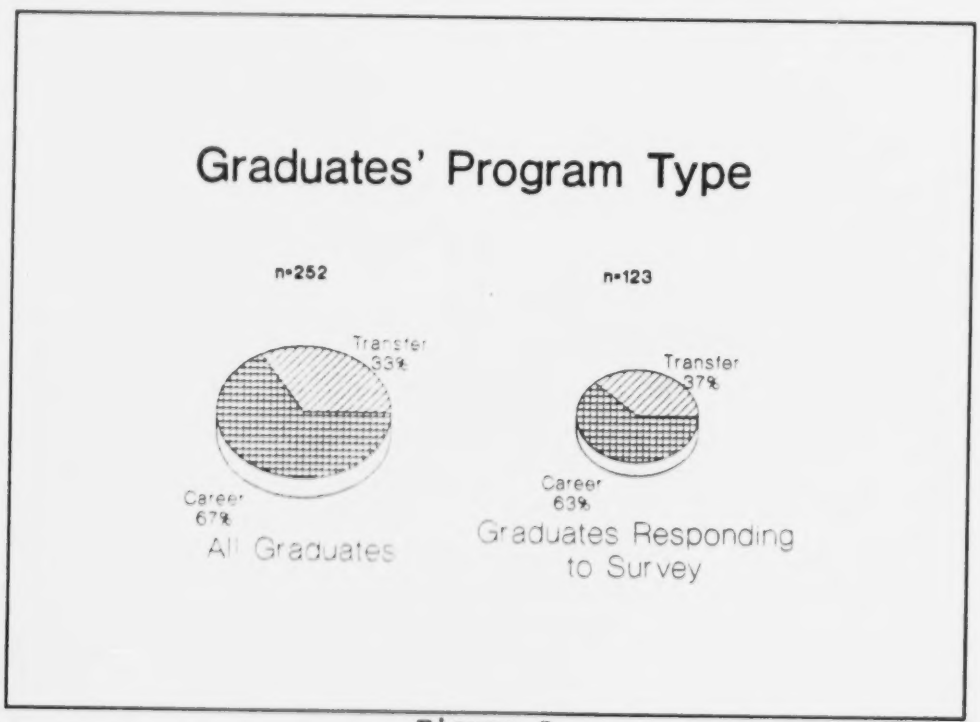

Figure 5

2.0 ALL GRADUATES

Looking more specifically at all graduates, beginning with their program of study, Figures 6 and 7 detail the number of graduates in each occupational program and in each transfer program, respectively. As shown, Nursing continues to be, by far, the most popular occupational program. Next in line by number of graduates were Electronics Technology and Business Management. Other programs with more than ten graduates were: Residential Construction, Data Processing, and Secretarial Science. With the exception of Residential Construction, the rank order by occupational program was the same in 1986.

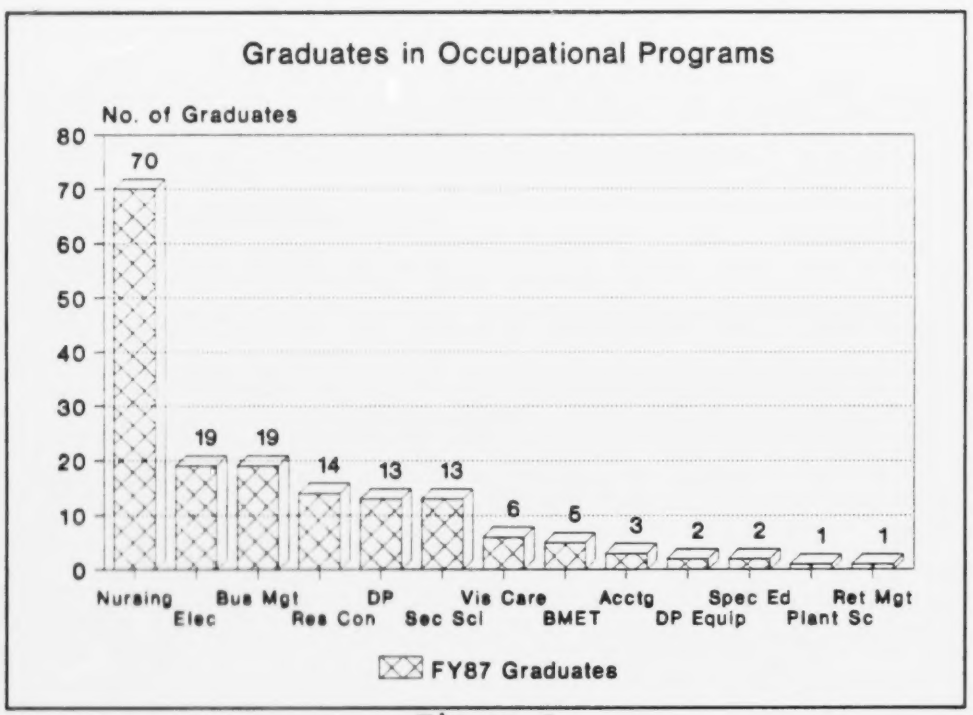

Figure 6

For transfer (and General Studies) programs, Business Administration, followed by Arts and Sciences, was the most popular program. General Studies was next in order according to the number of graduates. These were the top three in 1986 as well, although there were relatively more Arts and Sciences graduates in 1987.

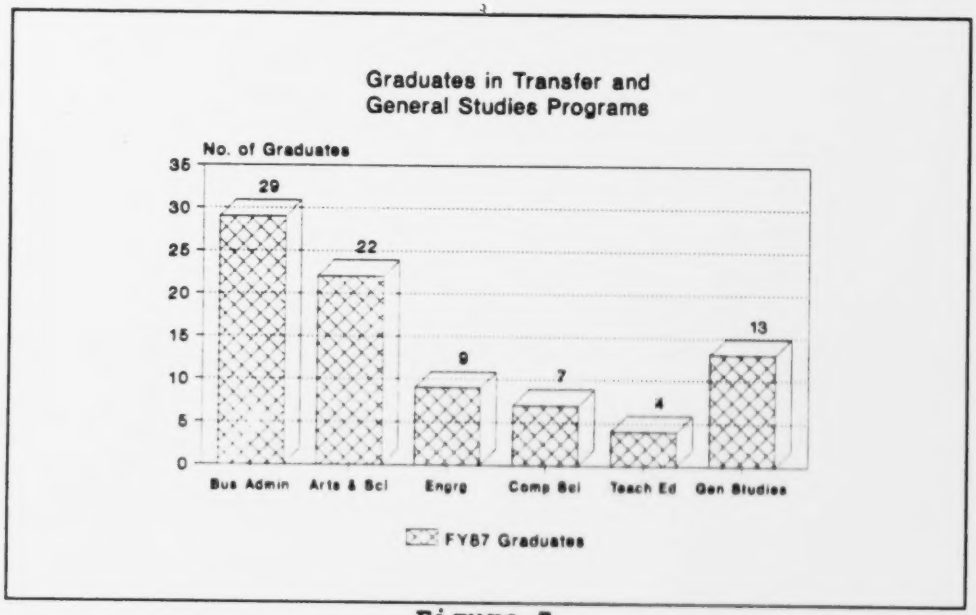

Figure 7

Turning to number of credits earned and cumulative grade point average at HCC, Figures 8 and 9 present these statistics. Most graduates, a little over half, earned between 61 and 130 credits at HCC. Three-fourths earned 46+ credits here. These ratios were about the same in 1986.

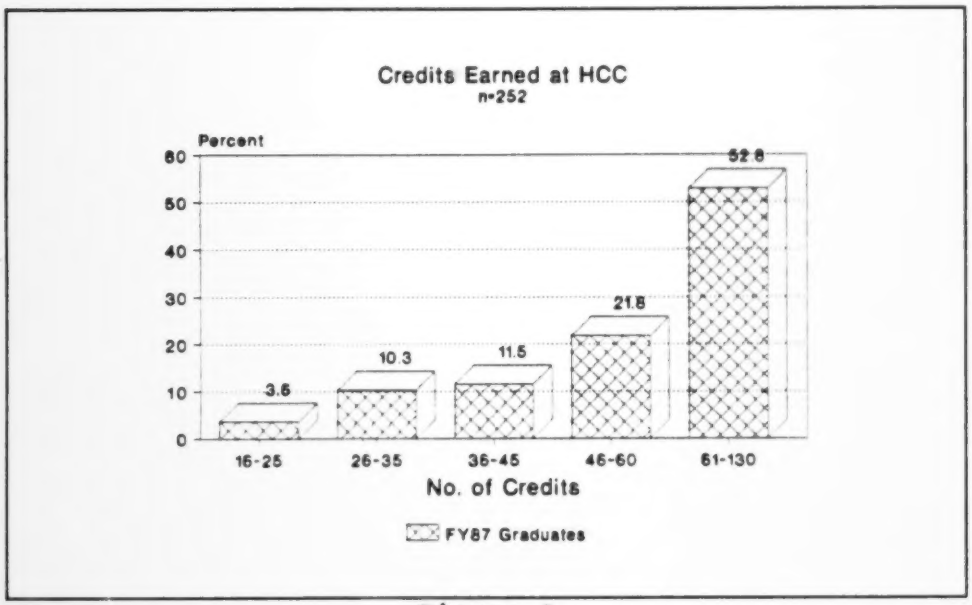

Figure 8

About two-thirds of the 1987 graduates earned a GPA of 3.0 or better at HCC. Half of these were at the level of 3.5 or better. These proportions were also about the same in 1986.

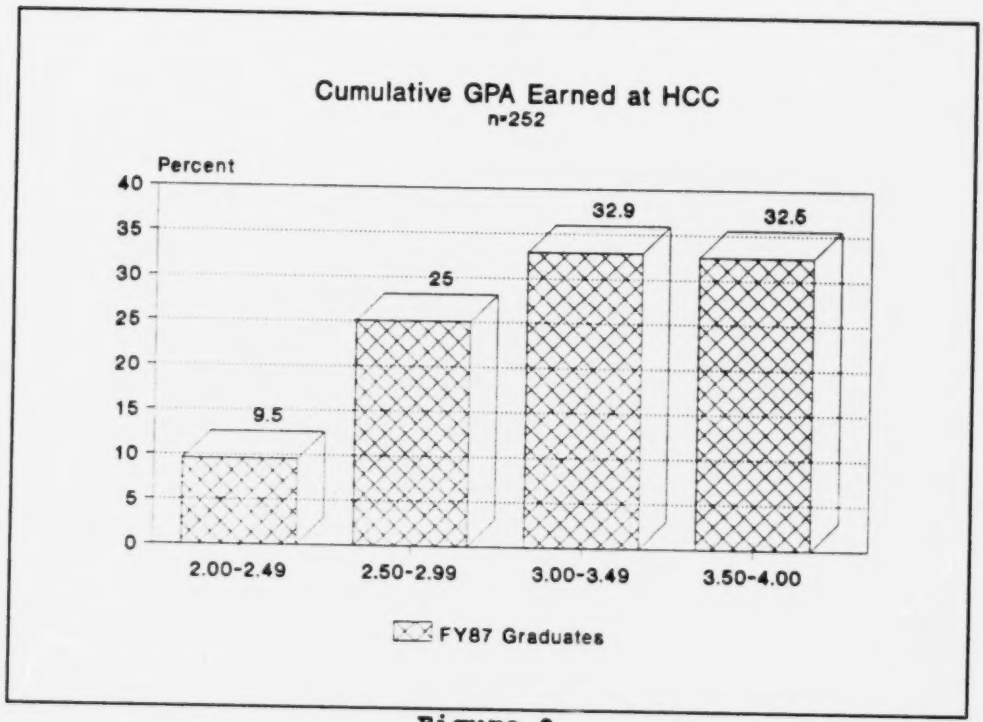

Figure 9

The entrance goals of the 1987 graduates were also examined. Figure 10 shows both personal and academic goals. Over three-fifths stated that transfer preparation was their initial personal goal. Roughly one-fifth indicated a personal goal of career preparation, and another one-fifth indicated the goal of exploring a new area. For academic goal, the categories of AA degree, certificate, and taking courses were almost equally popular.

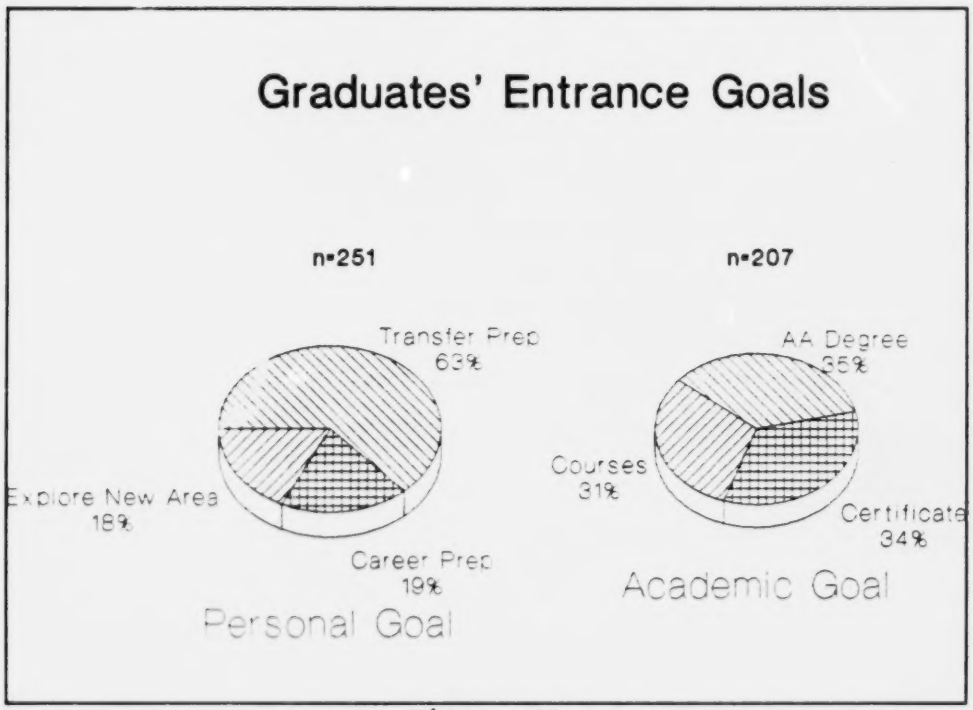

Figure 10

3.0 ALL SURVEY RESPONDENTS

Two of the survey questions asked for an overall assessment of the college and its programs. Graduates were asked if they would select HCC, and if they would enroll in the same program, in the event that they had to do it over again. As shown in Figure 11, responses were very positive. Ninety percent indicated that they definitely or probably would again attend this community college, and 84% said that they would enroll in the same program.

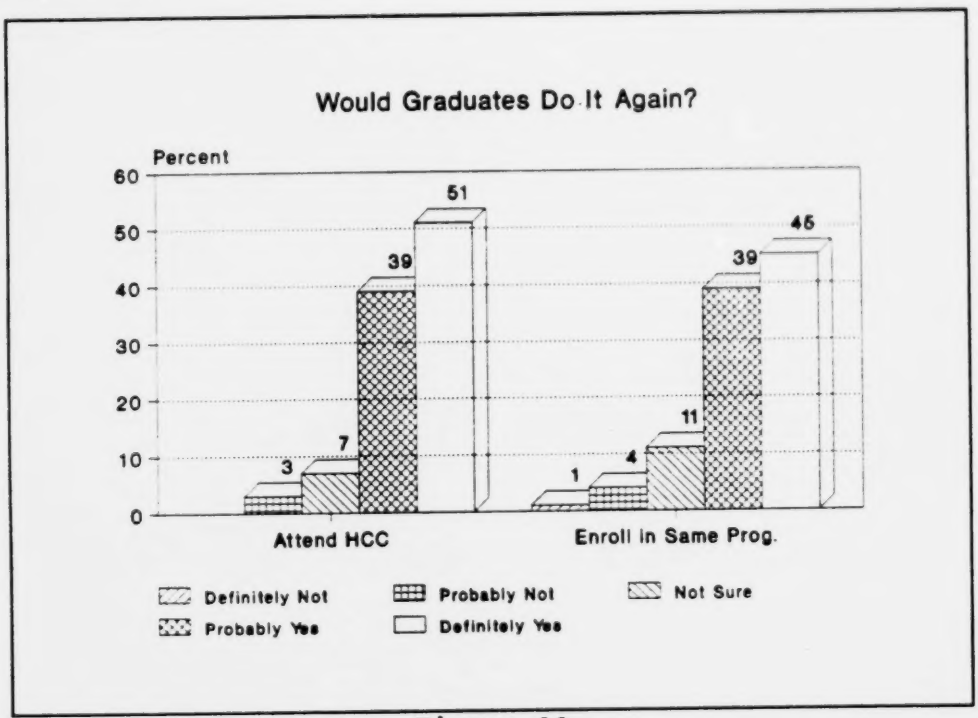

Figure 11

Table 1, following, presents the current work/education status of the graduates. About three-fifths were employed full time, and another one-fourth were employed part time. No one was unemployed and seeking a job. A little less than three-fifths were students, almost equally divided between full-time and part-time status.

Table 1

Current Work/Education Status

Employed Full Time (35 hrs. min.)	61.0%
Employed Part Time	25.2%
Full-Time Student (12 c.h. min.)	18.7%
Part-Time Student	19.5%
Employed & Seeking New Job	6.5%
Unemployed & Not Seeking Job	4.1%
Full-Time Homemaker	2.4%
Active Military Service	2.4%
Unemployed & Seeking Job	None

The reasons for selecting HCC are presented in rank order in Figure 12. Convenient location, availability of desired academic programs, low costs, and the good reputation of the college continue to be the top four reasons for selecting HCC. Recommendation by a friend played a role for some respondents. Recommendation by a high school teacher/counselor, or good remedial and review courses, played a role for a few respondents.

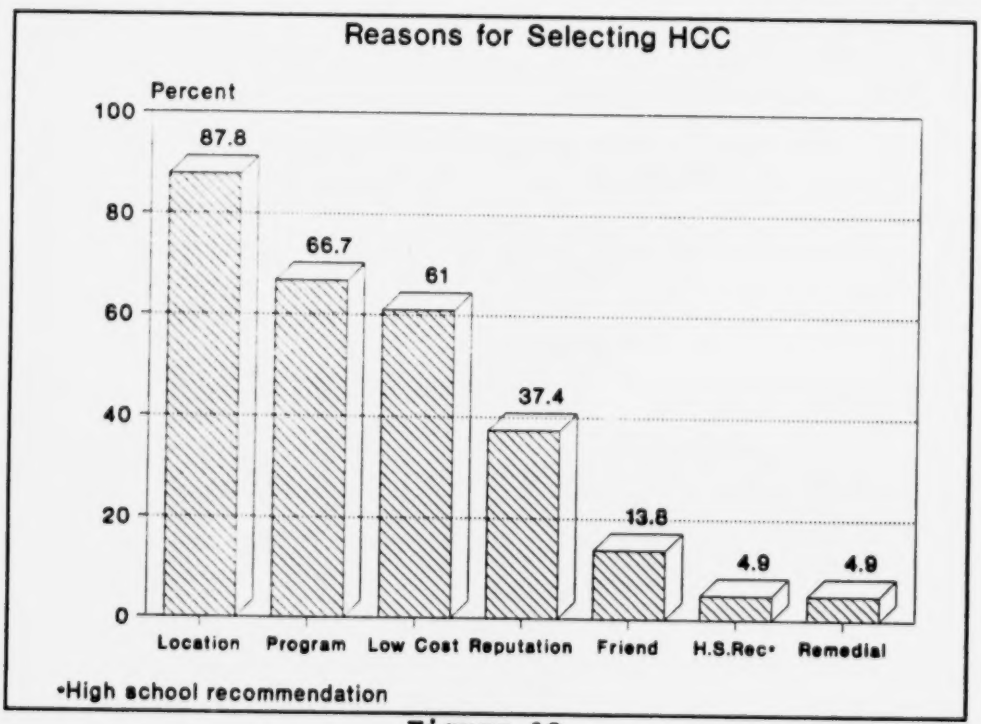

Figure 12

The most important reasons for entering HCC are detailed in Figure 13. Transfer was the single most frequent response. A series of job related reasons--prepare for entry into first career, prepare for entry into different career, update skills for current job--follow in succession. Last is a group of more general reasons: explore new occupational area, self-enrichment/ courses of interest only, and explore new academic area.

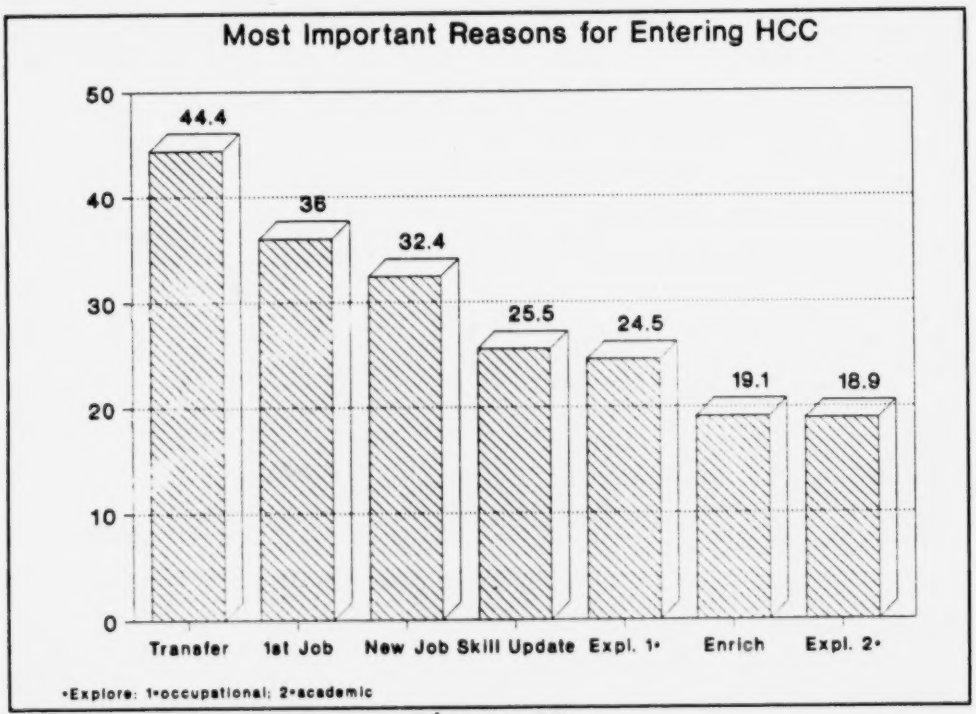

Figure 13

Almost all respondents (97%) indicated that they achieved their most important goal either completely or partly. Three-fifths responded that their goal was achieved completely. The responses are summarized in Figure 14.

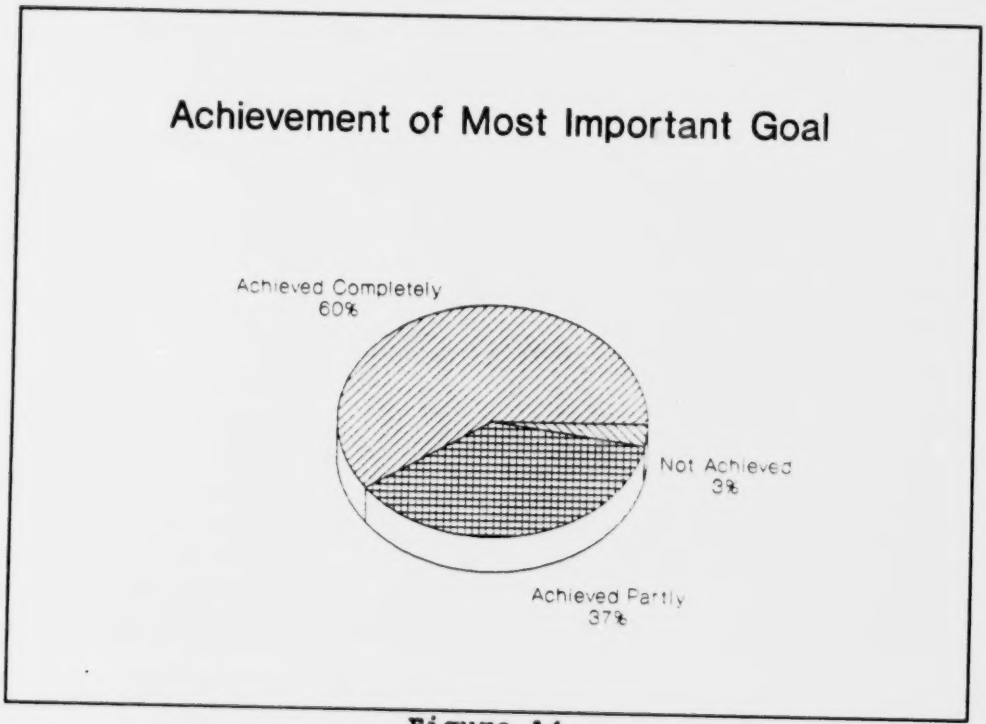

Figure 14

Respondents were asked to rate various aspects of the college on a 5-point scale. The scale ranged from a low of very poor to a high of very good. The responses are rank ordered by mean rating in Figure 15.

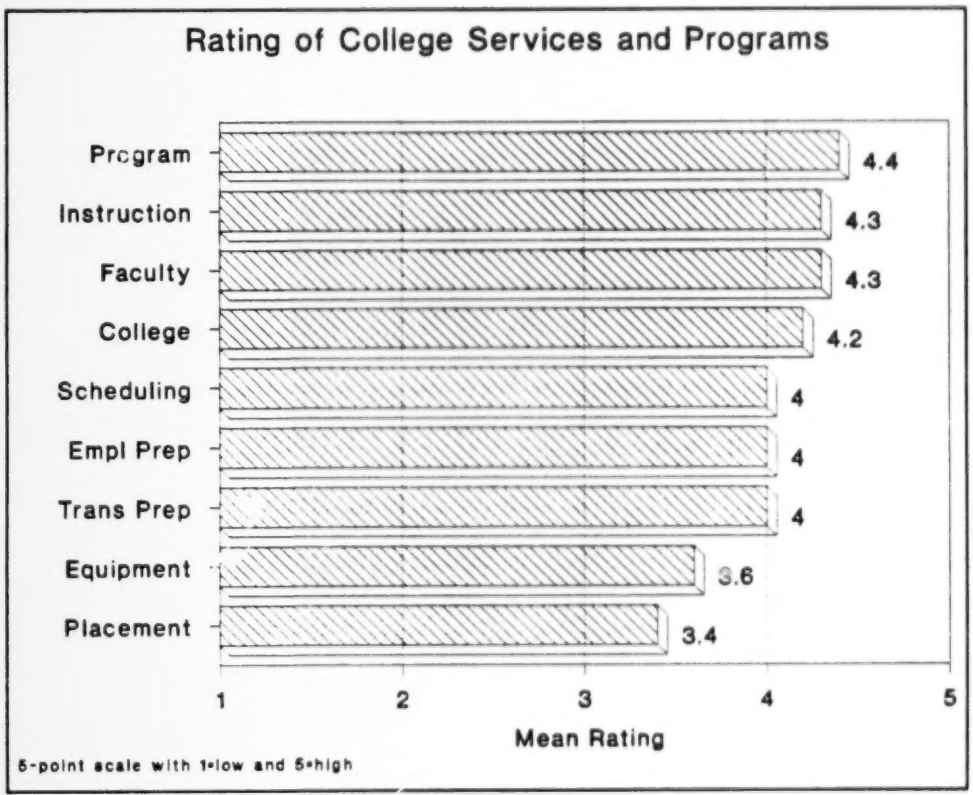

Figure 15

The top four rated attributes, ranging from a mean of 4.2 to 4.4, were classroom instruction in own program, the overall quality of instruction, faculty availability/helpfulness, and overall quality of college. Class scheduling, employment preparation, and transfer preparation were all given a mean rating of 4.0. Attributes with lower ratings were quality of laboratory equipment (3.6) and job placement services (3.4).

Most respondents were rating these attributes from the perspective of their experiences over a period of four years or less. The first year of attendance at HCC for most of these graduates was either 1983, 1984, or 1985. Figure 16 shows that the first year of attendance ranged from 1973 to 1986. On the average, respondents graduated 4.1 years after they first entered.

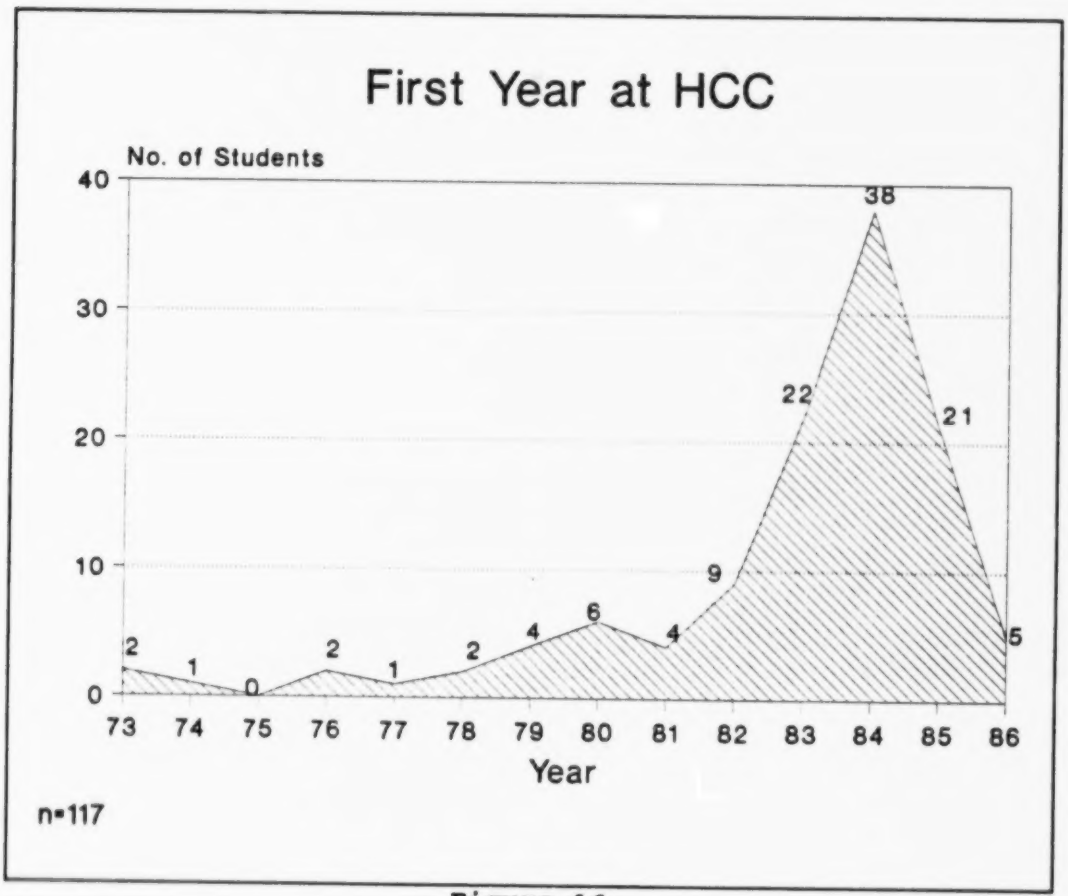

Figure 16

3.1 RESPONDENT COMMENTS

The survey questionnaire included an opportunity for graduates to write in their comments about what they liked best about HCC, and about what they would like to see changed in order to improve their subsequent employment/transfer experiences. The specific questions and the comments made are summarized below.

What did you like best about this community college?

This question was answered by 108 of the respondents. In addition to such characteristics as location, programs available, low cost, etc. (see "Reasons for Selecting HCC"), two themes emerged from the responses to this question. As tabulated in the following list, these themes dealt with attributes of the faculty and staff and with the small size and personal atmosphere at the college.

1. *Faculty and staff: the quality of instruction and a friendly concern for students.* Examples:

   - The teachers related to me
   - Extremely helpful faculty
   - Concern of faculty for the students
   - Interpersonal relationships with instructors; they cared
   - Teachers able to deal with students on a personal basis
   - I felt the staff genuinely tried to help me in my efforts at gaining education
   - Teachers are knowledgeable and friendly
   - Friendly, good classroom instruction
   - The way instructors helped when needed
   - Staff support and encouragement
   - Individual attention from instructors
   - Efficiency/helpfulness of the administration

2. *Small, personal, family atmosphere.* Examples:

   - Small size
   - Small classes
   - Small, personal
   - Low student population
   - Small class/teacher ratio
   - HCC's "providing for the community" attitude
   - The small "family-like" atmosphere
   - Good environment
   - Class size, access to instructors

One extended comment integrated both of these themes:

"I can't begin to say enough nice things about HCC. The instructors were fantastic teachers and good friends. That's the whole secret: they were friends to their students. So often I would ask their opinion on personal matters, and, although they wouldn't tell me their opinion, they would listen to me and give me the tools by which I could make rational decisions."

What changes could be made to your community college program to improve a graduate's employment and/or transfer performance?

This question was answered by 54 of the respondents. Most of the comments in this section were program specific, often referring to features of a particular course. Many of these comments were individual, made by only one person.

Only two general themes recurred with any frequency: *the need for a more extensive co-op program* was mentioned by five respondents, and there were seven responses related to *transfer problems and the advisability of addressing this issue from the outset.*

4.0 TRANSFER AND EMPLOYMENT

Looking at goal achievement, almost all of those with employment-related goals (that is, prepare for entry into first career, prepare for entry into different career, update skills for current job) indicated that they had, in whole or in part, achieved their goals. Only 4% indicated that their employment-related goal was not achieved. For transfer graduates, Figure 17 indicates that a little over three-fifths achieved their goal.

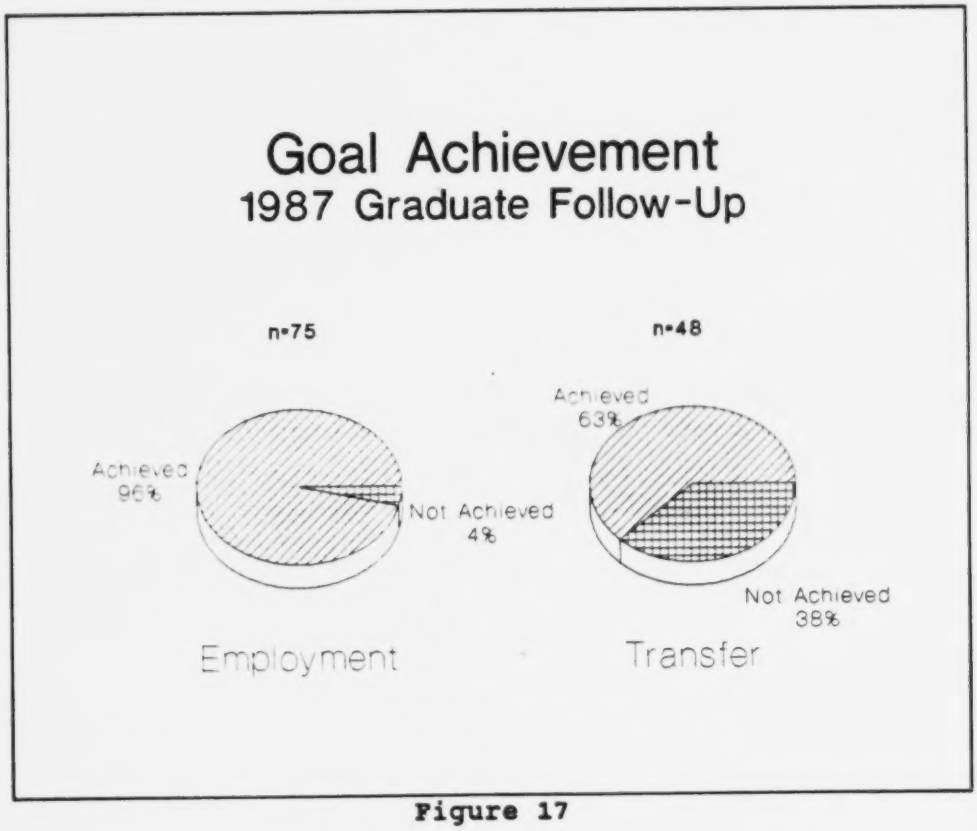

Figure 17

4.1 TRANSFER RESPONDENTS

A total of 55 respondents, 45% of all respondents, indicated that they had taken courses at another college since graduating from HCC. Somewhat fewer respondents, 26 versus 29, were attending full time rather than part time. As shown in Figure 18, the University of Maryland was the most frequently mentioned transfer institution.

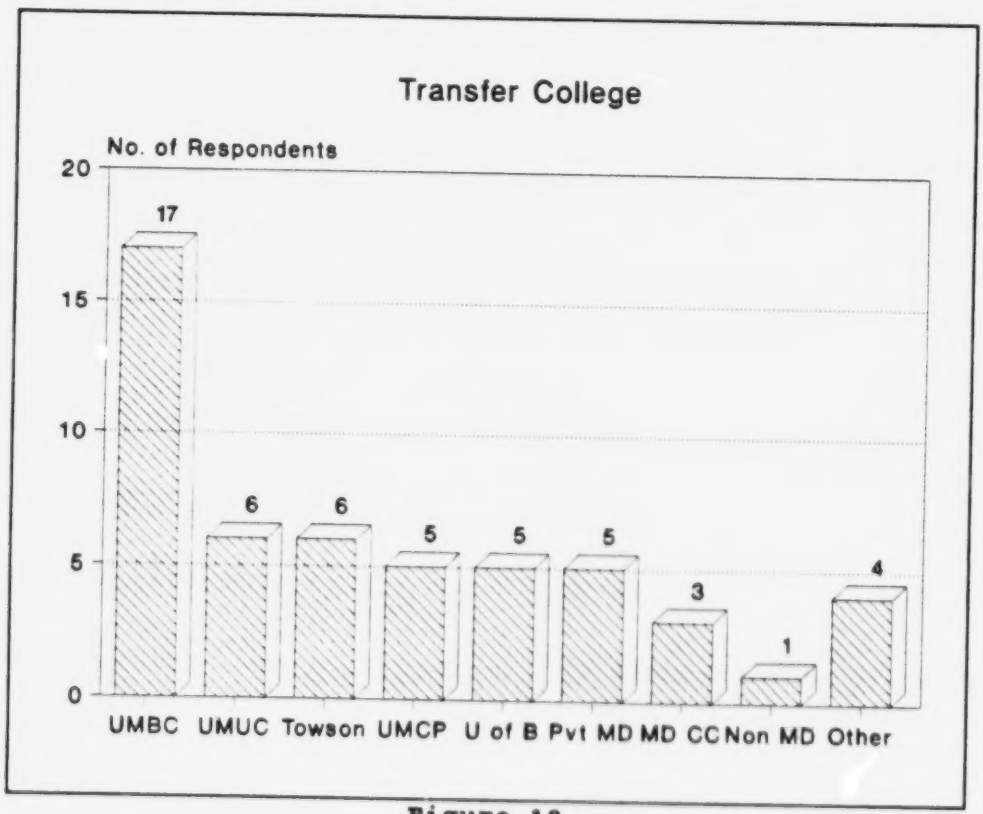

Figure 18

Figure 19 depicts the relationship between the graduate's program at HCC and at the transfer college. About half indicated they were enrolled in the same field, and another third were in a related field. Less than one-fifth (17%) had transferred into a different field.

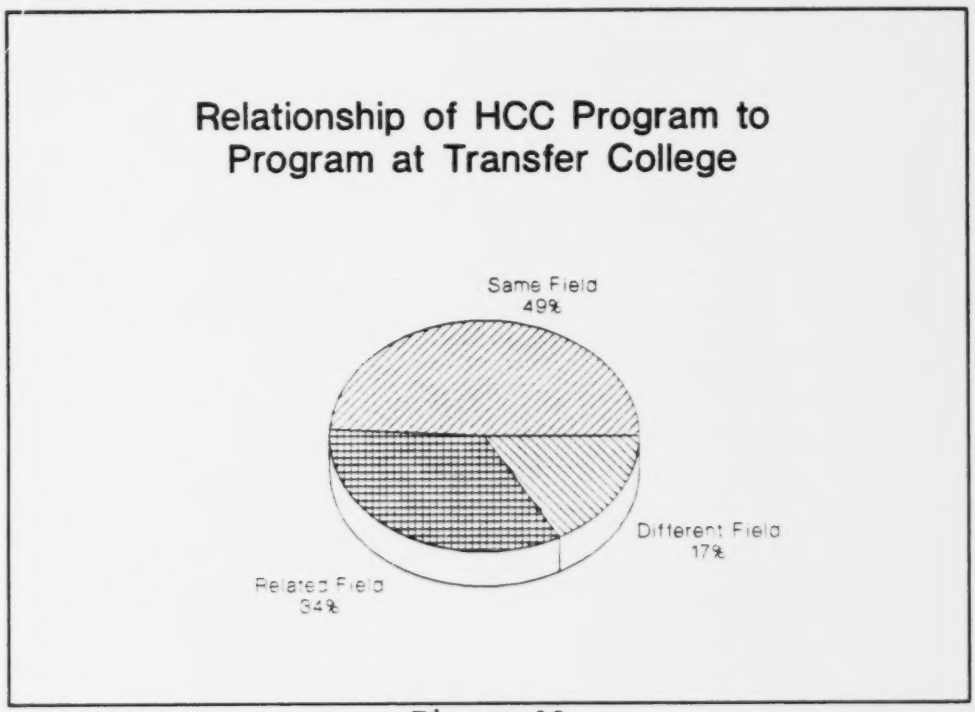

Figure 19

Tables 2 and 3, following, depict the number of credit hours completed at the transfer institution, and the respondent's grade point average at the transfer institution. Most respondents had completed 20 or fewer credits. More than three-fourths had a GPA interval of 3.0 or better.

Table 2

Number of Credit Hours at Transfer Institution

Credit Hours	No. of Respondents	Percent of Respondents
3-6	10	21.3%
7-12	12	25.5%
13-20	8	17.0%
21-45	11	23.4%
MT 45	6	12.8%

Table 3

Transfer GPA Intervals

GPA Interval	No. of Respondents	Percent of Respondents
2.00-2.49	3	6.8%
2.50-2.99	7	15.9%
3.00-3.49	21	47.7%
3.50-4.00	13	29.5%

With respect to credits transferred, two-thirds of the respondents successfully transferred **all** of their credits (Figure 20). A little over ten percent lost more than 20 credits, and the same proportion lost 6 or less credits. The mean number of credits lost was 5.6, and the median number was 0 lost. Relatively fewer respondents to the FY86 survey had all of their credits accepted (45% in FY86 versus 66% in FY87).

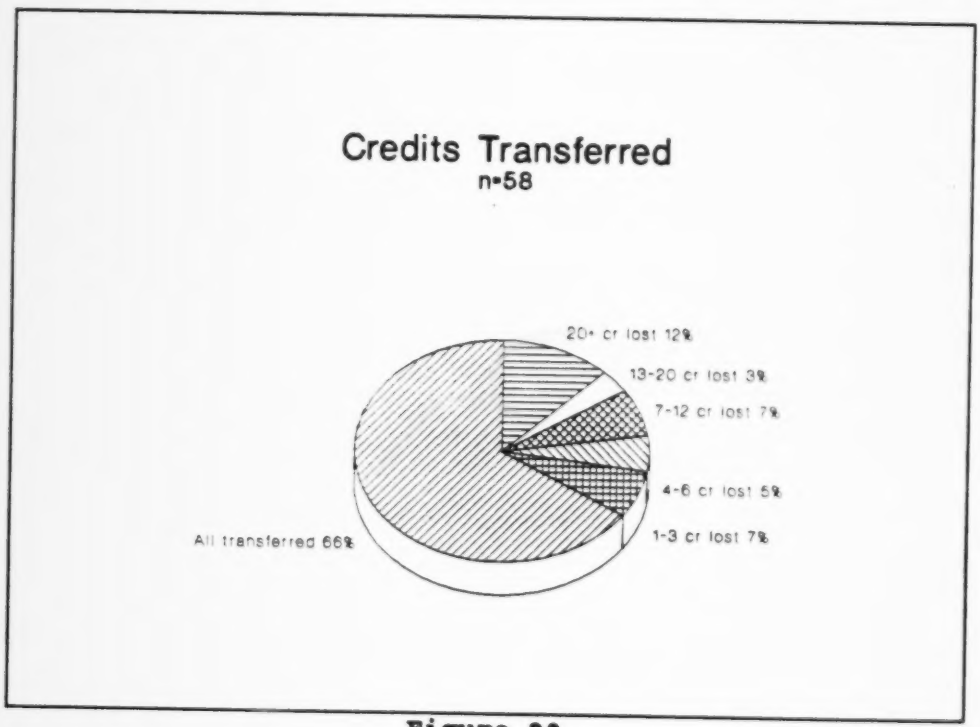

Figure 20

In the previous section, the mean rating for transfer preparation was reported to be 4.0 (a "good" rating on a 5-point scale). Looking at the specific responses to this question, Figure 21 shows that four-fifths (81%) rated their preparation as good or very good. The same proportion rated their transfer preparation as good to very good in FY86.

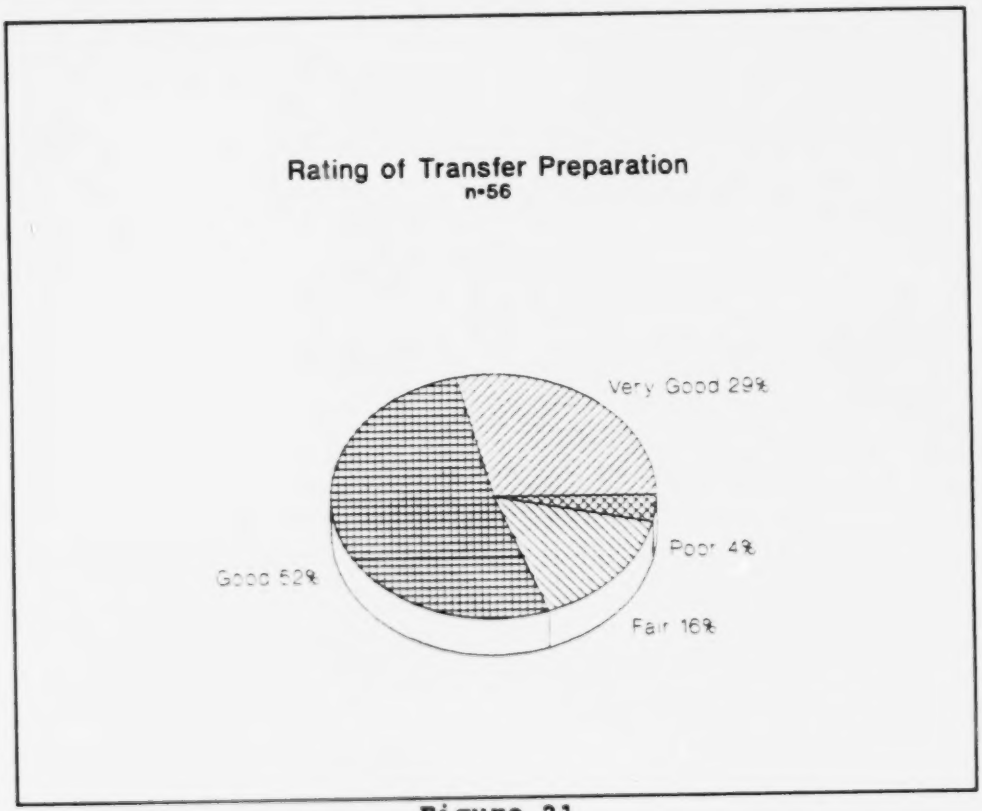

Figure 21

4.2 EMPLOYED RESPONDENTS

Of all respondents, 86% were employed, either full time or part time (see Table 1 in preceding section). Figure 22 indicates that nearly all (96%) of the employed respondents were employed in the Maryland/D.C. area. Half were part of the Howard County work force.

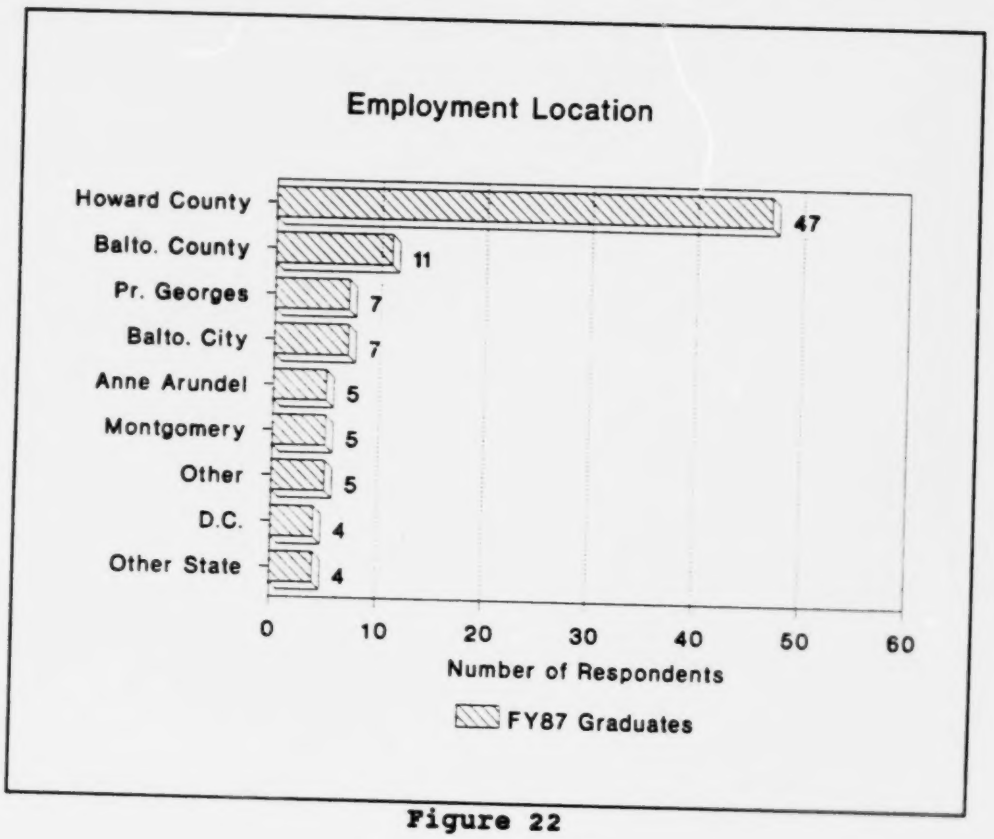

Figure 22

The annual mean salary for FY87 graduates who were employed full time was $21,366. Figure 23 displays reported salaries in categorical increments of $5K. Most responses were in the range of $15,000 to $25,000.

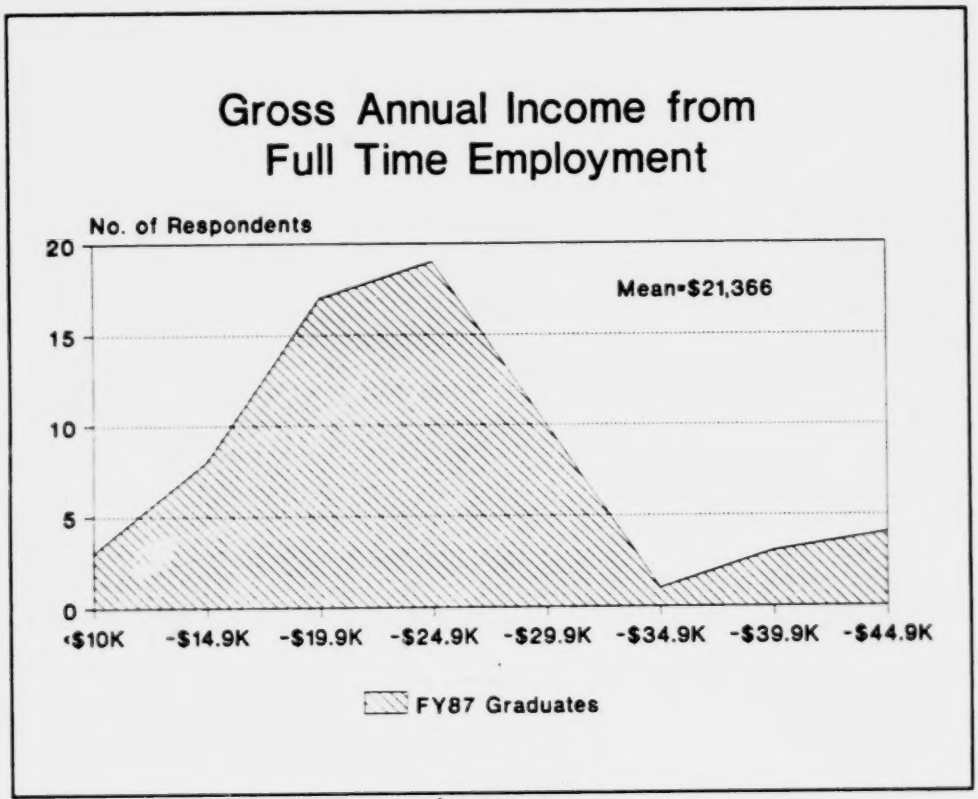

Figure 23

Three-fifths of the respondents began their present job after attending HCC (Figure 24). For almost the same proportion, their current job was in the same field as their HCC program (Figure 25). Approximately one-fifth were employed in a field which differed from their HCC program.

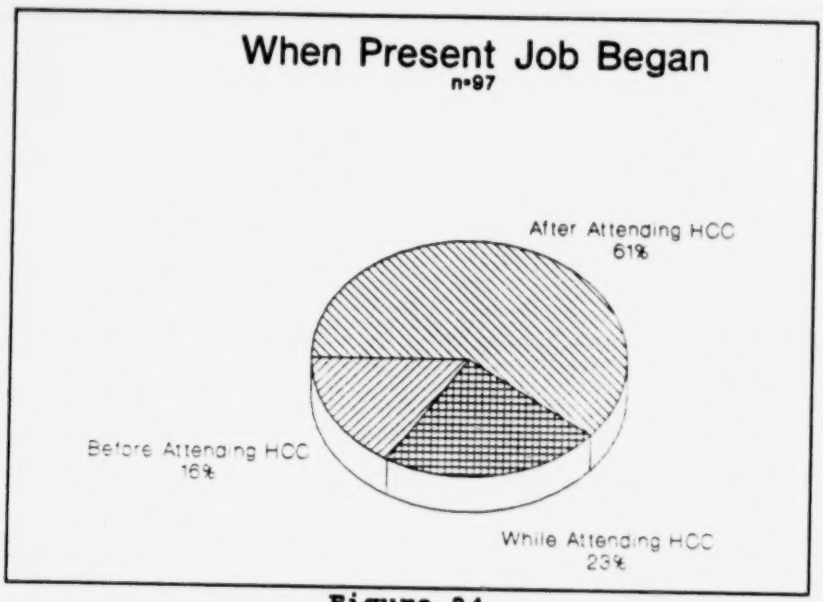

Figure 24

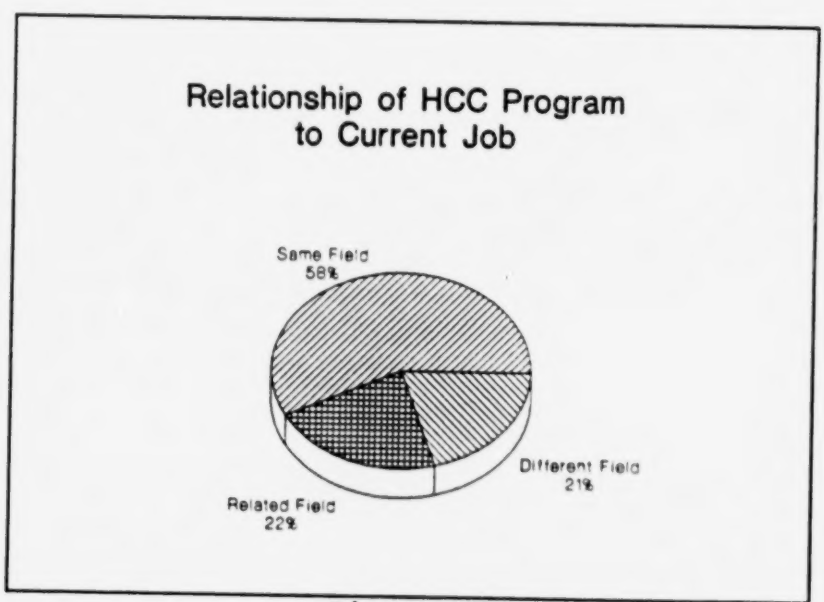

Figure 25

All of the respondents not working full time in their degree-related field were asked about their intentions to seek a full-time job that was in their degree-related field. About half replied in the affirmative, and more than two-fifths were unsure. Only a few said "no" (Figure 26).

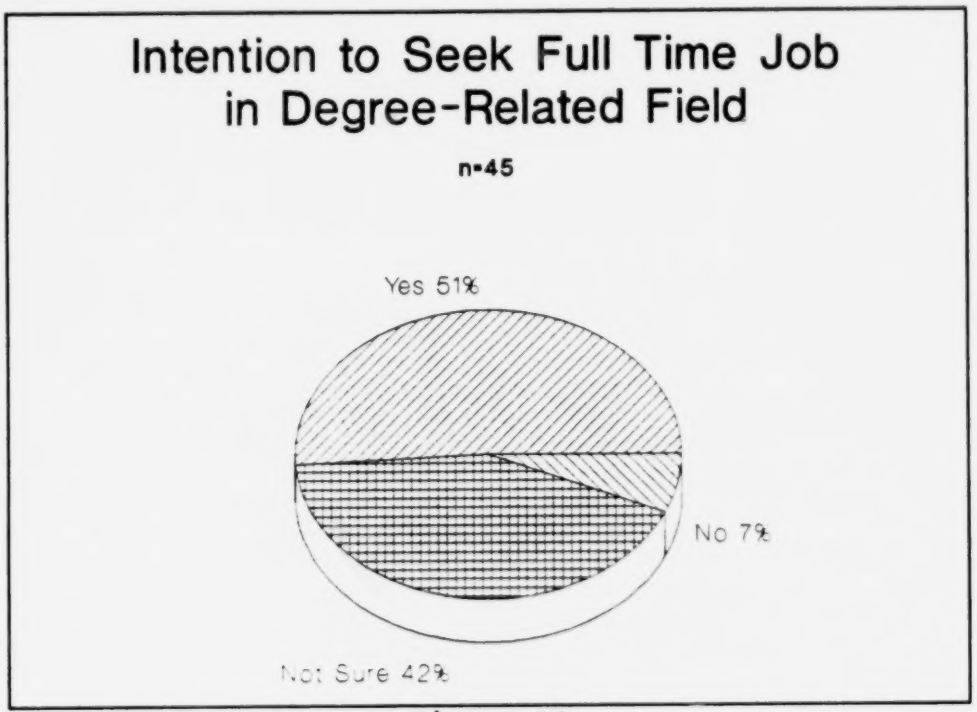

Figure 26

Reasons for not working full time in the degree field are presented in rank order in Figure 27. Respondents were asked to check all of the responses that applied to them. The top three responses were the need for more education, the fact that they were attending college, and the need for more experience.

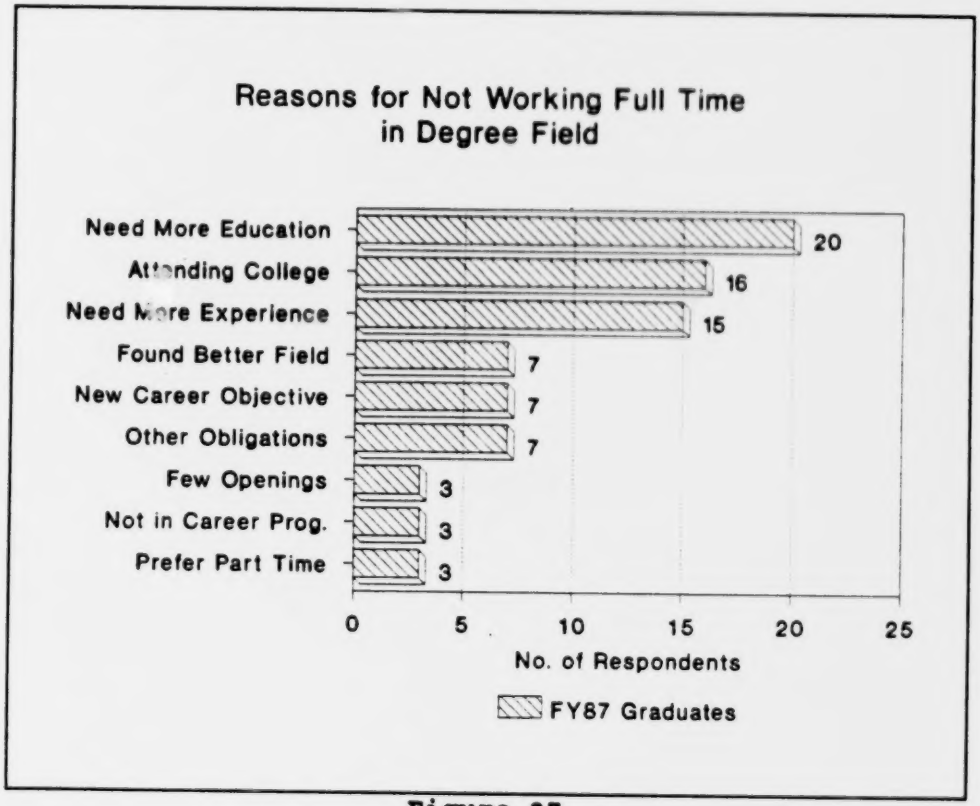

Figure 27

In the previous section, the mean rating for employment preparation was reported to be 4.0 (a "good" rating on a 5-point scale). Looking at the specific responses to this question, Figure 28 shows that almost four-fifths (78%) rated their preparation as good or very good. About the same proportion (77% versus 78%) rated their employment preparation as good to very good in FY86.

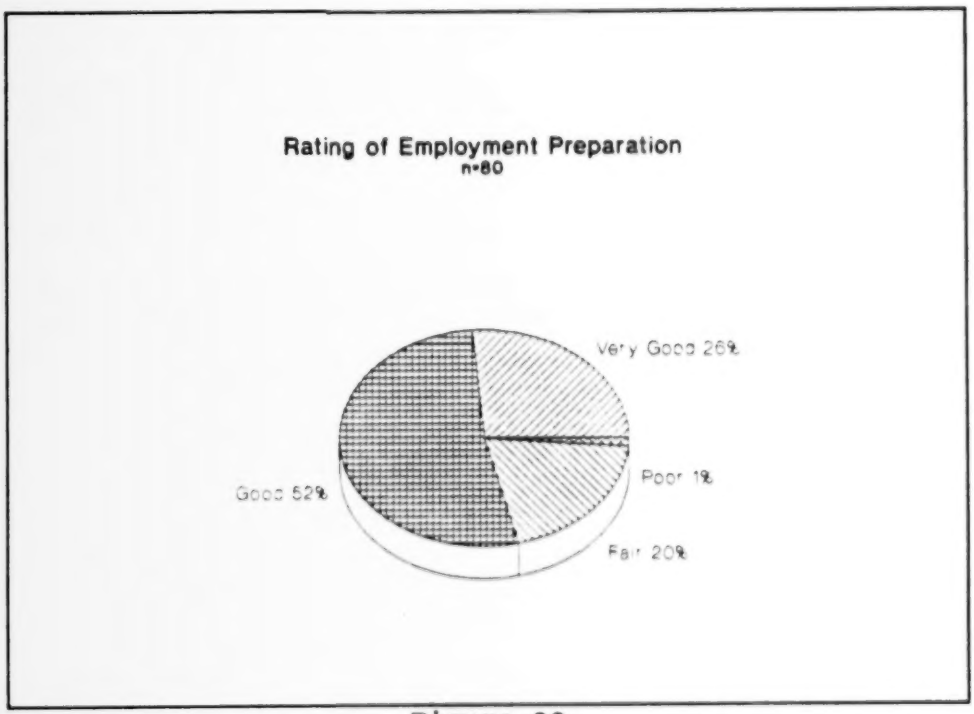

Figure 28

4.3 EMPLOYER SURVEY

As part of the follow-up questionnaire, graduates were asked whether or not they would allow HCC to contact their employers. Thirty-four respondents provided the appropriate employer information, and it was possible to contact all but three of these employers. Eighteen employers responded, for an adjusted response rate of 58%.

The employer's perception of the match between the graduate's education and the job requirements is presented in Figure 29. For this small subsample, most employers indicated a close match between the two. Less than one-fifth of the total (17%) were seen to be working in a different field, one in which the graduate's education did not cover most entry job requirements.

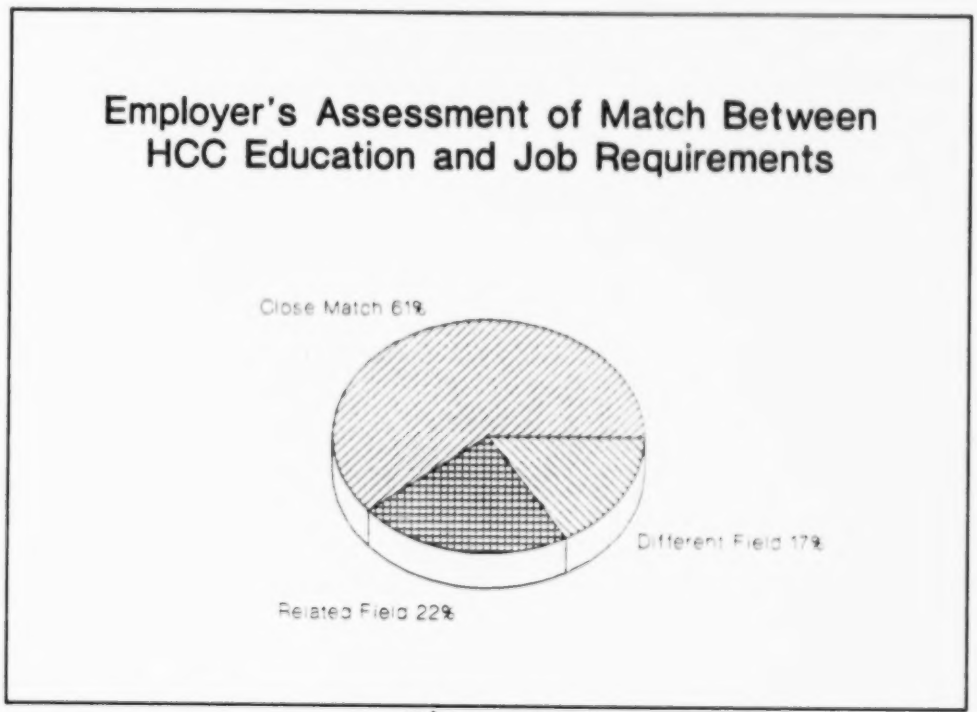
Employer's Assessment of Match Between HCC Education and Job Requirements
Close Match 61%
Different Field 17%
Related Field 22%

Figure 29

Questions about hiring another HCC graduate and recommending graduates be hired by other employers yielded unanimous support:

All (100%) would hire another HCC graduate from the same program.

All who responded to this question (n=16) would recommend that other employers hire an HCC graduate from the same program.

Employer ratings for various aspects of employment preparation are presented in Figure 30. Ratings were given on a 5-point scale with 1=very poor and 5=very good. The highest mean ratings (4.6) were given to the general attributes of work attitude and ability to learn. In the middle were ratings, ranging from 4.1 to 4.3, for: problem solving ability, oral communication skills, writing skills, and overall preparation. Relatively lower ratings were given to specific job skills (3.7) and familiarity with job related equipment (3.5).

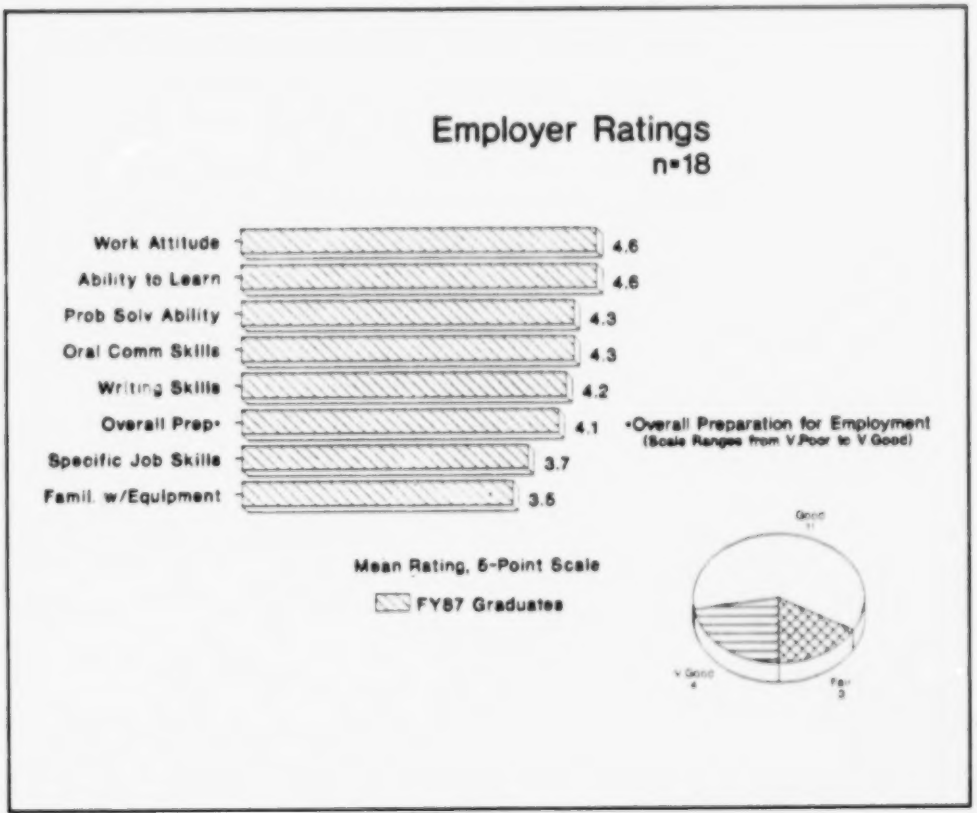

Figure 30

Figure 30 also details the specific responses to the question about overall preparation for employment. As shown, the lowest rating given was "fair," and most received a "good" rating.

5.0 LIST OF MOST RECENT RESEARCH PUBLICATIONS

1987-1989 HOWARD COMMUNITY COLLEGE PUBLICATIONS

Seboda, Barbara L., FOLLOW-UP OF 1984 ENTRANTS. Report No. 60. Howard Community College, May 1989.

Livieratos, Barbara B. SURVEY SHEDS LIGHT ON CONTINUING EDUCATION ENROLLEES. Report No. 59. Howard Community College, April 1989.

Livieratos, Barbara B. OUTREACH AND INFORMATION: SURVEY RESULTS. Report No. 58. Howard Community College, May 1989.

Monroe, Charlotte A. HOWARD COMMUNITY COLLEGE 1989-1990 INSTITUTIONAL INDICATORS FOR PROPOSED OPERATING BUDGET. Report No. 57. Howard Community College, March 1989.

Livieratos, Barbara B. REPORT ON THE RESULTS OF THE 1988 SURVEY OF FORMER BIOMEDICAL ENGINEERING TECHNOLOGY STUDENTS. Report No. 56. Howard Community College, January 1989.

Novak, Virginia E. and Radcliffe, Susan K. ENROLLMENT PROJECTIONS REPORT. Report No. 55, December 1988.

Livieratos, Barbara B. REPORT ON THE RESULTS OF THE 1988 SURVEY OF TELECOURSE STUDENTS. Report No. 54. Howard Community College, August 1988.

Livieratos, Barbara B. THE SURVEY OF EMPLOYERS OF 1986 HOWARD COMMUNITY COLLEGE GRADUATES: A REPORT OF THE FINDINGS. Report No. 53. Howard Community College, July 1988.

Novak, Virginia E. FOLLOW-UP OF 1986 GRADUATES. Report No. 52. Howard Community College, May 1988. ED 296 752.*

Monroe, Charlotte A., Novak, Virginia E., and Radcliffe, Susan K. HOWARD COMMUNITY COLLEGE 1988-1989 INSTITUTIONAL INDICATORS FOR PROPOSED OPERATING BUDGET. Report Number 51. Howard Community College, April 1988. ERIC Publication Number ED 292 525.*

Livieratos, Barbara B. HIGHLIGHTS OF THE SURVEY OF EMPLOYERS OF 1985 HOWARD COMMUNITY COLLEGE GRADUATES. Report Number 50. Howard Community College, February 1988. ERIC Publication Number ED 292 488.*

Livieratos, Barbara B. FINDINGS FROM THE SURVEY OF EMPLOYERS OF 1984 HCC GRADUATES. Report No. 49. Howard Community College, December 1987.

Novak, Virginia E. and Radcliffe, Susan K. ENROLLMENT PROJECTIONS REPORT. Report No. 48. Howard Community College, December 1987.

*An ERIC Publication Number indicates that the report was published by Educational Resources Information Center and is listed in the Resources in Education Index.

APPENDIX A: SURVEY QUESTIONNAIRRE

MARYLAND PUBLIC COMMUNITY COLLEGES
GRADUATE FOLLOW-UP QUESTIONNAIRE

The purpose of this questionnaire is to help your community college and the State Board for Community Colleges assess and improve programs. This form should require less than 15 minutes to complete. All answers will be strictly confidential. Additional comments are welcomed and can be written in the margins or attached to the survey. Thank you for your assistance.

(Please make corrections if necessary)

Name _____

Address _____

_____

o o

PART I

A. What is your current work/education status? (Check all that apply)

[ ] 1. Employed full-time (35 or more hours per week)
[ ] 2. Employed part-time
[ ] 3. Full-time student (12 or more credit hours)
[ ] 4. Part-time student
[ ] 5. Active military service
[ ] 6. Full-time homemaker
[ ] 7. Unemployed and seeking a job
[ ] 8. Unemployed and not seeking a job
[ ] 9. Employed and seeking a new job

B. How important to you were the following reasons for entering this community college?

Most Important	Important	Not Important		
[ ]	[ ]	[ ]	1.	Prepare for entry into first career
[ ]	[ ]	[ ]	2.	Prepare for entry into different career
[ ]	[ ]	[ ]	3.	Update skills for current job
[ ]	[ ]	[ ]	4.	Prepare for transfer to four-year institution
[ ]	[ ]	[ ]	5.	Self-enrichment/courses of interest only
[ ]	[ ]	[ ]	6.	Explore new occupational area
[ ]	[ ]	[ ]	7.	Explore new academic area
[ ]	[ ]	[ ]	8.	Other (specify) _____

C. Was your most important goal (indicated in Question B) achieved by the time you graduated from this community college?

[ ] 1. Achieved completely
[ ] 2. Achieved partly
[ ] 3. Not achieved

D. Why did you choose this particular college? (Check all that apply)

[ ] 1. Offered desired academic program(s)/course(s)
[ ] 2. Offered desired athletic programs
[ ] 3. Good reputation of college
[ ] 4. Recommended by a friend
[ ] 5. Recommended by high school teacher/counselor
[ ] 6. Good remedial and review courses
[ ] 7. Low costs
[ ] 8. Convenient location
[ ] 9. Other (specify) _____

E. How would you rate the following at this community college?

Very Good	Good	Fair	Poor	Very Poor	No Opinion	
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	1. Classroom instruction in your program
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	2. Overall quality of instruction
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	3. Class scheduling
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	4. Job placement services
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	5. Faculty availability/helpfulness
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	6. Quality of laboratory equipment
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	8. Overall quality of college
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	9. Other (specify) _____

F. What year did you start attending this community college? 19 ___

G. Did you attend this community college primarily on a part-time basis or on a full-time basis?

[ ] 1. Primarily part-time (11 credits or less per semester)
[ ] 2. Primarily full-time (12 credits or more per semester)

PART II

H. Have you taken courses at another college since graduating from this community college?

[ ] 1. Yes, full-time (12 or more credit hours per term)
[ ] 2. Yes, part-time
[ ] 3. No (Skip Part II and go to Part III)

I. What is the name of the college or university you have most recently attended?

_____ at _____
Institution Location/Campus

J. What is your curriculum program or major at your current college/university?

_____

K. Is your current program in the same academic field as the program from which you graduated at this community college?

[ ] 1. Yes, in same academic field
[ ] 2. In somewhat related academic field
[ ] 3. No, in a different academic field

L. How many credit hours have you completed at your transfer college/university?

_____

M. What is your overall grade point average (GPA) for credits earned at the college/university you are now attending (based on a 4-point scale)? __.__ GPA

N. How well did the community college prepare you for transfer?

[ ] 1. Very good preparation
[ ] 2. Good preparation
[ ] 3. Fair preparation
[ ] 4. Poor preparation
[ ] 5. Very poor preparation

O. How many credit hours from this community college were **not** accepted at your transfer college/university? _____ credit hours lost

P. Please specify the community college course(s) which did **not** transfer?

_____ _____ _____

PART III

If you are not currently employed, skip Part III and go to Part IV.

Q. What is the title of your current position? _____

R. Where is your job located? _____ City _____ County _____ State

S. When did you begin your present job?

[ ] 1. Before attending this community college
[ ] 2. While attending this community college
[ ] 3. After graduating from this community college

T. If you are employed full-time, what is your current gross annual salary (before overtime, deductions, and taxes)? All responses are confidential. $_____

U. How well did your community college prepare you for employment?

[ ] 1. Very good preparation
[ ] 2. Good preparation
[ ] 3. Fair preparation
[ ] 4. Poor preparation
[ ] 5. Very poor preparation
[ ] 6. No opinion

V. For some programs we would like to contact employes to ask how well they think the community college prepared students for their job. May we contact your employer for this purpose?

[ ] 1. Yes
[ ] 2. No

Employer's name: _____ Employer's address: _____
Supervisor's name: _____ Supervisor's title: _____

W. Is your job related to your community college program?

[ ] 1. Yes, in same field
[ ] 2. In somewhat related field
[ ] 3. No, in different field

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PART IV

If you are employed full-time in a job related to your community college program, skip Part IV and go to Part V.

X. Why are you not working full-time in a field related to your degree? (Check all that apply)

[ ] 1. There are few openings in the field in which I was prepared
[ ] 2. I found a better opportunity in a different field
[ ] 3. I changed my career objective since graduating
[ ] 4. I need more education to qualify for a job in my field of preparation
[ ] 5. I need more hands-on experience to qualify for a job in my field of preparation
[ ] 6. My program of study at this community college was not career-oriented
[ ] 7. I prefer to work part-time
[ ] 8. I have other obligations that prevent me from working full-time
[ ] 9. I am attending another college/university and don't have time to work full-time
[ ] 10. Other (specify) _____

Y. Do you still intend to seek a full-time job in a field related to your degree?

[ ] 1. Yes
[ ] 2. No
[ ] 3. Not sure

PART V

Z. If you had to do it over again, would you attend this community college?

[ ] 1. Definitely yes
[ ] 2. Probably yes
[ ] 3. Not sure
[ ] 4. Probably not
[ ] 5. Definitely not

Please explain _____

AA. If you had to do it over again, would you enroll in the same program?

[ ] 1. Definitely yes
[ ] 2. Probably yes
[ ] 3. Not sure
[ ] 4. Probably not
[ ] 5. Definitely not

Please explain _____

BB. What did you like best about this community college? _____

CC. What changes could be made to your community college program to improve a graduate's employment and/or transfer performance?

_____

Thank you for completing this questionnaire.
Please return it in the enclosed prepaid envelope.